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ABSTRACT

The material in this handbook was developed with the idea of stimulating (presumably adult) students to ask questions in a spontaneous manner. Through these questions, the students elicit the newspaper story from the teacher, who arouses their interest by divulging one leading fact. Fifteen exemplary newspaper stories are summarized to initiate the teacher in the use of such materials. The suggested method for using the stories involves a warm-up of questions followed by the introduction of the story in such a way as to arouse student interest. Spontaneous and guided questions are then elicited and answered in such a way as to enhance the student's communicati skills. It is recommended that cue words from student questions be recorded on tape or on the board. The discussion of the story may lead to drills and writing exercises. The story itself may be retold or written by the students. (JB)

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Using Newspaper Stories to Teach English as a Second Language

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by Farhat Ahmad

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Ontario
Ministry of Culture and Recreation
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Introduction

DESCRIPTION

This material was developed with the idea of stimulating students to ask questions in a spontaneous manner. Through these questions, the students elicit the newspaper story from the teacher, who arouses their interest by divulging one leading fact.

As this technique developed in the class, it showed potential for providing a variety of language practice, i.e.,

1. Asking spontaneous questions.
2. Using a variety of language in meaningful context.
3. Reviewing old structures and practicing new ones in meaningful context.
4. Discovering student's problem areas.
5. Providing writing practice.
6. Using news media in the class.

RATIONALE

1. The students are involved in the development and/or creation of the newspaper story.
2. The newspaper story which evolves is a large unit as compared to separate sentences or even paragraphs. It is much more satisfying to produce and manipulate a total stream of language.
3. The technique is flexible. It can be adapted to any level and be used with any material. For example, the story "The Ghosts" would be suitable for use at the basic level (Units I and II of *An introduction to Canadian English, Revised Edition)* where students are familiar with the verb *to be* in the present tense and the verb *to do* in the habitual tense. In this story students can practice the following sentences.

   How old is he?
   What Street does he live on?
   What's his last name?
   Is he Canadian?

   But the same story can be used at the intermediate level (Units 5 and 6 of the same book) with the students using more advanced structures, e.g.,

How long has he lived here?
Does he have friends?
Who murdered him?

4. The teacher can choose topics/stories of personal interest to the students or stories of current interest. An example of the latter could be the opening of a new Zoo, Art Gallery, etc. The students may ask the following questions:

   When did the zoo open?
   How can you get there?
   How much is the admission?
   What time does it close?
   How far is it from downtown Toronto?

5. The teacher can also choose stories that will lend themselves to the practice of structures which are important or troublesome to the students. I once used a newspaper story called "A Tramcar Wedding" to practice *going to* and *will.*

   When are they going to get married?
   Will there be many guests?
   What route will the streetcar take?

CHOOSING A STORY

The stories can be of two types: 1) Human Interest Stories that can be used again and again; and 2) Stories of topical interest that can be discarded when the interest in the event has waned. Both types of stories should: 1) be short; 2) have an interesting and fairly complex network of facts where one question about the story leads to another. A typical example of such a story is "The Wallet".

WALLET COMES BACK TO TORONTO MAN AFTER 25 YEARS

A Toronto man who lost his wallet 25 years ago had it returned yesterday.

Jack Alexander Stein, 48, of Edmund St. was working as a telephone installer in Southwestern Ontario when he lost it somewhere on Highway 4 outside of London.

It was returned yesterday by Doug Fremlin of London who at 25, was just born when the loss occurred. The wallet still contained Stein's old identification, union cards and family pictures. Missing was a few dollars in change.

The wallet was found recently by Fremlin's aunt, Mrs. Mildred Haney, in a dresser drawer of an old family friend who died in 1952.

The woman had found the wallet on the roadside, taken it home, put it in a drawer, and forgotten about it.

METHOD

I. WARM-UP

a. Questions

As a preparation for introducing the story, the teacher asks questions. These can be 1) personal or 2) story directed.

---

1. Do you read the newspaper?
   What newspaper do you read?
   Does it have interesting stories?

   or

   Do you like stories?
   What kind of stories do you like?
   Do you like horror/detective/funny stories?
   Do you like human interest stories?
2. Have you ever lost anything?
   Where did you lose it?
   Did you get it back?

b. Introducing the Story

Look out for an opportune time during warm-up questions for introducing the story. You need one interesting fact and one visual clue. For example, the answer to the last question above can lead to this:

I read an interesting story in the newspaper (you are holding up the article or picture as you say this). It is about a man who lost his wallet and got it back after 25 years. If you want to know what happened you will have to ask questions.

c. Student Interest

Use every means possible to arouse students interest. Three ways are suggested here. 1) reveal that part of the story that will stimulate the students to want to know more, e.g., The man got back his wallet after 25 years. 2) use emphatic adjectives such as unusual, strange, unique, etc., to

describe the story. 3) use visuals such as newspaper pictures (if available), blackboard drawings, and/or a newspaper clipping of the story. Visuals give a sense of reality to the story.

Students' response in asking questions in Step II will depend on the extent to which their interest in the story is aroused.

II. STUDENT QUESTIONS

a. Spontaneous Questions

As each question is asked, the teacher reveals a bit more of the story, never revealing more information than the question asks for.

Student: Where did he lose it?
Teacher: On Highway 4 near London.
Student: Who found it?
Teacher: A woman did.

b. Guided Questions

Although the initiative in asking questions has now shifted to the students, the teacher's help and guidance will be needed throughout this period. For example, the teacher can help with cues such as below when the students have reached an impass and don't know what questions to ask next. Make sure that the students do not write.

Teacher: The woman put the wallet somewhere. Ask where . . .
Student: Where did she put it?
Teacher: In a drawer.
Teacher: She didn't return the wallet to the owner. Ask why . . .
Student: Why didn't she return it?
Teacher: Because she forgot all about it.

The students should be encouraged to practice different kinds of questions; i.e., yes/no questions, question word questions, alternative questions.

Teacher: There were many things in the wallet. Begin your questions with was/were.

Student: Was there any money in the wallet?
Teacher: Cards.
Student: Were there any cards in it?
Teacher: What cards?
Student: What cards were there?

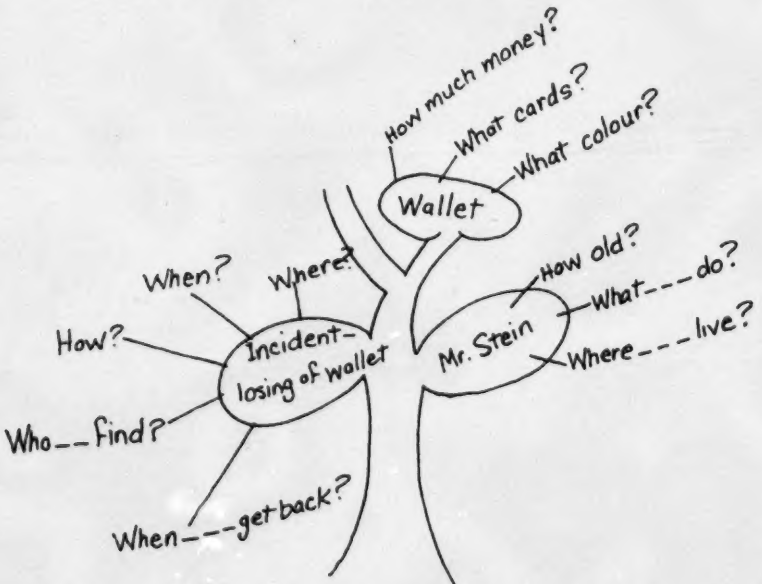
The class may be trained to consider all possible questions relating to a certain area or item.

Teacher: A man lost his wallet. Ask what . . . name.
Student: What's the man's name.
Teacher: How old.
Student: How old is he?
Teacher: Occupation.
Student: What's his occupation?
Teacher: Where . . . live?
Student: Where does he live?

or

Teacher: The man lost something, ask what, where and when.

After dealing with several articles, the students' ability to ask (all) possible questions in a given area would be reminiscent of a tree with nodes and branches.



c. Answering the Questions

If the story does not contain the answer to some of the questions the students ask, three possibilities may be considered.

a) The answers may be improvised by the teacher in the light of the story.

b) Students may be asked to do the same.

c) The teacher may respond by saying that he does not know the answer. Use this option when the answer does not add to the interest or the development of the story.

Student: How did Mr. Fremlin find Mr. Stein?
Teacher: Through the police.
Student: What happened to the money?
Teacher: What do you think?
Student: I think she used the money.
Student: Was Mr. Stein walking or driving when he lost the wallet?
Teacher: I don't know for the story doesn't say.

d. Vocabulary

Discuss new words as they come up in the class.

e. Oral Drills

Question and answer drills may be followed by oral drills. Three types of drills are suggested.

— Individual
— Choral
— Chain (S_1 asks a question; S_2 answers it; then S_2 asks the same question and S_3 answers it; and so on. Stop at the fourth or fifth student.)

f. Recording the Questions

As the students ask questions, record them in one of these three ways:

a) Put the questions on the board. (Some teachers might find this method interfering with the flow of the lesson; they can then use b.)

b) Get one of the better students to write the question in his exercise book. (These questions will have to be put on the board later.)

c Record the questions on the tape. (This method is especially suggested for remedial work, where students can listen to their mistakes.)

In writing the questions put cue words rather than complete questions on the board. Whether the cues will be detailed or not will depend on the level of the class, i.e., basic, intermediate or advanced.

Basic:

What ..... the man lose?
Who ..... the wallet?
find
..... there anything in the wallet?
How many cards ..... ?

Intermediate:

When ..... wallet?
Who ..... ?
..... anything in the wallet?
Why ..... return the wallet?
..... Mr. Stein surprised?

This period ends when the students have elicited the whole story from the teacher by asking questions.

..... the story true?
What ..... the story about?
What ..... the man's name?
How old ..... he?
..... he live in Toronto?
What ..... he do?
When ..... he lose the wallet?
..... any money in the wallet?
How much money ..... ?
..... anything else in it?
What cards ..... ?
Who ..... the wallet?
find
Where ..... she find it?
..... she return it to Mr. Stein?
What ..... she do with it?
Who ..... it to Mr. Stein?
return
How ..... Mr. Fremlin get the wallet?
..... any money in it when Mr. Stein got it back?

any cards in it?
Mr. Stein happy/surprised?

g. Going over the Questions and Answers

So far the students have concentrated on asking questions, now they can focus upon both questions and answers.
Starting from one end of the class and going from one student to another, get the students to ask questions and answer them until all the questions have been covered. Students may be encouraged to use short answers. For oral practice as well as class involvement, choral repetition may be used.

Student[1] Is the story true?
Student[2] Yes, it is.
Student[3] What's the story about?
Student[4] It's about a wallet.

h. Written Exercise

The students may now be ready for a change of activity. The students write the blackboard questions, filling in the blanks. This exercise is useful in three ways:

a) It provides a change of activity.
b) It helps reinforce the question patterns.
c) It helps the teacher to pinpoint student mistakes.

The students may also be asked to write answers to these questions if there is time and the students are ready for it.

III. RETELLING THE STORY

General suggestions

This step may be done on the following day. The reasons are:

a) It may involve some preparation such as tape recording the story.
b) A lapse of time may be desirable to test the students' retention/mastery of the new vocabulary and structures.

c) To add a touch of reality, the students could pretend that they were telling a story that they themselves read in the newspaper.

The aim of this step is twofold.

---

1) To give the students practice in recounting an incident so common in everyday conversation.
2) To prepare the students to understand the light human interest stories that are often played at the end of the news broadcasts and other programs on radio and television.

Retelling the story will also give the student a sense of achievement which single sentences cannot.

Procedure

To provide a model, the teacher either (1) tells the story herself or (2) plays an oral version of the story on the tape. Students should be asked to listen to ways in which sentences are connected in an oral style.
Then each student tells the whole story, keeping the recording in mind but using his/her own style. If the story is too long, one student may start and another finish it.

Oral version of the story

A man who lost his wallet twenty-five years ago had it returned just recently. The woman who found it took it home and left it in a drawer and forgot all about it. When she died, a friend was going through her belongings and found the wallet. The friend gave it to her nephew and asked him to find the owner. When the owner got the wallet back, it still had in it all his identification and credit cards. All that was missing was a couple of dollars worth of change. The nephew who returned the wallet was born in the same year as the wallet was lost.

IV. WRITING THE STORY

Aim

The idea of the exercise is to show some aspects of written style as against the style used for oral narrative above.

Procedure

Adapt the story to suit the level of the students.
Then present the exercise to the students in a framework such as the one below, where necessary, providing cue words for the guidance of the students. These cue words appear below the lines.

Before the students do the exercise, the teacher may read out the completed version of the story.

Mr. Stein, a ....., got back ..... yesterday. He lost it ..... . It was returned by ....., who ..... .
Mr. Fremlin's aunt, ... , found it ..... , who ..... .
The wallet still contained ....., ..., ... The only thing missing ..... .

A completed version of the story:

Mr. Stein, a 48-year-old telephone installer, got back his wallet yesterday. He lost his wallet 25 years ago on Highway 4 near London. It was returned by Doug Fremlin, who is 25 years old.
Mr. Fremlin's aunt, Mrs. Mildred Hanley, found it in the dresser drawer of an old friend, who died in 1952.
The wallet still contained Mr. Stein's old union card, army identification card, and some family pictures. The only thing missing was a few dollars worth of change.

V. GENERAL COMMENTS

1. Do not be discouraged if the technique does not work the first time. Students are often used to answering questions rather than initiating them; they will soon get used to the method and will enjoy it.
2. If the students do not seem to be interested in the story, drop it. Student interest is essential to elicit questions.
3. Encourage the students to ask specific questions, e.g., what time/where/how long, rather than questions such as, what happened in the story.
4. If the students ask for a duplicated sheet of the story, give out an adapted version and only after the whole lesson is finished.
5. Use individual, choral, chain and substitution drills where necessary. This will give the students time to think of the next question besides getting oral practice in the structures.
6. There will always be a few students asking more questions

than others. Encourage the latter to ask questions and help with cue words. Get the less outgoing students to repeat the structures, in individual and oral drills, a little more than the others.

7. Keep the structures under control. If a student wants to ask a question that is much beyond his level, and the structure of which he cannot handle, help him to formulate the question but do not include it in your blackboard list.
8. One of the main aims of this method is to assess the students' ability to handle the question forms. If a student makes a mistake the teacher may follow this suggestion: Wait until the student has finished the sentence, then provide the correct model and reinforce the pattern with oral drills.
9. Discuss only those words that come up in the class as a result of students' questions. Do not explain every word that occurs in the newspaper story.

Detailed Examples of Newspaper Stories

STORY NO. 1

BLIND NEWSPAPER OPERATOR

A 73-year-old blind newsstand operator was robbed of his entire day's receipts – about $40.

The Wednesday robbery wasn't reported until yesterday when a friend of Wladislaw (Walter) Spiecha heard about the incident and called police.

Walter said he didn't want to cause any trouble.

"I think the man who robbed me was someone I know," he said. "I wanted to give him a chance to return the money."

Walter, who was blinded by an exploding bomb during World War II, has operated the stand on the corner of Yonge and College Streets for the last 18 years.

"He cleaned me out. What can I do?" Walter said.

Many of Walter's regular customers heard about the robbery and paid for their papers yesterday without accepting change.

The money was taken from a cash drawer underneath the counter which is usually padlocked. But not on Wednesday.

The man made off with the padlock as well as the $40.

WARM-UP

1. Ask story directed questions.
2. Explain vocabulary where necessary.
3. Bring a newspaper clipping of the story to show the students.

Do you read the newspaper?
Which newspaper do you read?
Where do you buy it?
Do you get it delivered?
Who delivers the newspaper?
Who sells the newspaper at the newsstand? (explain newsstand, newsstand operator)
What else can you get at a newsstand?
How much does The Star cost?
Do newsstand operators make a lot of money?

I read a very unusual story about a newsstand operator. If you want to know the story you will have to ask questions.

STUDENTS ASK THE TEACHER QUESTIONS

---

1. Be ready to help with cue words if students are stuck for questions to ask.
2. Encourage the students to ask both yes/no and question word questions, e.g.,
   Was the drawer locked?
   Where is he from?
3. Make sure students don't write.
4. Improvise answers where necessary, e.g.,
   Why did he think it was a friend?
   Probably because only his friends knew where he kept the money.
5. Explain new words and grammatical points.
   How many newspapers does he sell?
   How long has he been selling newspapers?
   (The habitual vs. the p.p. continuous.)
6. Put the questions on the blackboard in abbreviated form, for example:

BLACKBOARD QUESTIONS

1. Which newspaper ..... you ..... the story in?
2. What ..... the story about?
3. What ..... to the newsstand operator (happen)?
4. Where ..... he from?
5. How old ..... he?
6. Where ..... his newsstand located?
7. ..... it his own money or the newspaper money?
8. How much money .....? (steal) (use passive construction)
9. How much money ..... the man .....? (steal)

10. Why ..... he think it was a friend?
11. ..... the drawer locked?
12. Why ..... he ..... anyone near the drawer?
    negative see
13. How ..... he feel when he didn't find the money?
14. How ..... he become blind?
15. ..... he married?
16. ..... the money in bills or in small change?
17. ..... the police ..... the thief? (catch)
18. What sentence could he get if he was caught?
19. How many newspapers a day does he sell?
20. ..... he speak English?

GOING OVER THE QUESTIONS

Get the students to read the questions (from the clue words on the board) and answer them in a chain drill.

WRITTEN EXERCISE

Get the students to write blackboard questions. The students may also write the answers if there is time.

VOCABULARY

Vocabulary can be taught very effectively in connection with the newspaper story for two reasons.

1. Words appear in context and are, therefore, meaningful and relevant.
2. Students get a chance to practice using these new words when they retell the story.

Discuss only those words that come up in the class, rather than attempting to explain every word that occurs in the written text.

RETELLING THE STORY

To provide a model, the teacher either retells the story herself, or plays an oral version of the story on the tape. Students listen for ways in which sentences are connected in an oral style. Then each student retells the story. If the story is too long, one student may start and another finish it.

COMPLETED ORAL STORY

You know the newsstand at the corner of Yonge and College. It's run by a blind man. Well, he was was robbed and they took forty dollars. He thinks it was somebody he knows, and he doesn't want to cause him any trouble; he's hoping that the

person will return the money. It was actually a friend of his who told the police. The money was in a drawer underneath the counter, and he usually keeps it locked, but on this particular day, for some reason, he hadn't locked it. Imagine someone taking money from a blind man.

WRITING THE STORY

---

1. Adapt the story to the level of the students.
2. Present the story in the form of an exercise such as the one below. Where necessary, provide guidance with cue words which appear below the lines. The students fill in with words and phrases they have learnt.
3. Before the students do the exercise, read out the completed version of the story. (More than once, if necessary.)

WRITTEN EXERCISE

Walter Spiecha, a ..... was
how old? what occupation?
robbed ..... . The money was taken from ....., which ..... .
Walter didn't ..... – because ..... . When the money didn't come back, ...
who reported?
Many of Walter's customers helped him when they heard about the story. They didn't ..... .
how?

COMPLETED WRITTEN STORY

Walter Spiecha, a 73-year-old blind newsstand operator, was robbed of $40.00 yesterday. The money was taken from a drawer underneath the counter.

Walter didn't report the incident to the police because he thought that somebody he knew had stolen the money and he wanted to give the person a chance to return the money. When the money didn't come back, a friend of Walter's informed the police.

Many of Walter's customers helped him when they heard about the story. They didn't take back the change when they paid for their papers.

STORY NO. 2

BOA HUNT HAS POLICE "NERVOUS"

Six Metro policemen and an anxious owner vainly searched bushes and trees in a Scarborough townhouse project today for a 10-foot unfed boa constrictor called Satan who disappeared last night.

Gordon Haley, 25, of Brimorton Dr., who has owned Satan for more than two years, said the police appeared "nervous" during the search.
The 25-lb. boa, who normally stays in a glass cage with a telephone book on top, disappeared from Haley's townhouse last evening, he believes, when someone forgot to keep the phone book in place.

(continued)

A 10-foot boa constrictor called Satan is still on the loose in Scarborough after an all-day search for him.
"We've had no luck at all," said Gordon Haley, the snake's owner.
But Haley, of Brimorton Dr., who has owned the snake for more than two years, said there's evidence Satan is still around the house.
"He's been in the rabbit's cage (Satan is fed two white rabbits once a month) because one of the rabbits had a bite on its leg," Haley added. "But I guess there's too many people around."

WARM-UP

---

1. Ask general questions (about pets).
2. Explain vocabulary where necessary.
3. Bring pictures of household pets (also bring picture of a boa, but don't show it until the student question period).

T: What's this?/What are these?
(Show pictures of pets.)
S: .....
T: What do you call animals that people keep in the house?
S: ..... (Explain the word "pet", if students don't know it.)
T: Do you like pets?
(Go around the class asking different students.)
S: .....
T: Why do/don't you like pets?
S: .....
T: What pet(s) do you have?
S: .....
T: Where did you buy your dog/cat/ etc.? (Explain "pet shop")
S: .....
T: How long have you had your .....?
S: .....
T: What's its name?
S: .....

T: What other pets do people have?
S: .....
T: I read a very interesting story about a strange pet. If you want to know the story, you will have to ask questions.

STUDENTS ASK TEACHER QUESTIONS

---

1. Be ready to help with cue words if students are stuck for questions to ask.
2. Encourage the students to ask both yes/no and wh-questions, e.g.,
   Is the boa dangerous?
   What colour is it?
3. Make sure students don't write.
4. Improvise answers where necessary. e.g.,
   S: Can boas kill?
   T: Apparently boas can kill small animals.
5. Explain new words and grammatical points. e.g.,
   The police are still looking
   vs.
   They have been looking for two days
   (Present Continuous vs. Present Perfect Continuous)
6. Put questions on blackboard in abbreviated form, for example:

What kind of pet .....?
Who ..... it?
(own)
Where ..... he live?
What ..... to it?
(happen)
When ..... it ..... lost?
(get)
How ..... it get lost?
How big .....?
What colour .....?
How much .....?
(weigh)
How old .....?
What ..... name?
What food ..... it eat?
How many rabbits a day ..... it .....?
..... the neighbours afraid?
What ..... Mr. Haley do when he couldn't find it?

.....the police find it?
.....they still ..... for it?
(look)
.....it dangerous?
.....it kill?
How ..... it kill?
.....you need a special permit to get a snake?

GOING OVER THE QUESTIONS

Get the students to read the questions (from the cue words on the board) and answer them in a chain drill.

WRITTEN EXERCISE

Get the students to write blackboard questions. The students may also write the answers if there is time.

VOCABULARY

Vocabulary can be taught very effectively in connection with the newspaper story for two reasons.

1. Words appear in context and are, therefore, meaningful and relevant.
2. Students get a chance to practice using these new words when they retell the story.

Discuss only those words that come up in the class, rather than attempting to explain every word that occurs in the written text.

RETELLING THE STORY

To provide a model, the teacher either retells the story herself, or plays an oral version of the story on the tape. Students listen for ways in which sentences are connected in an oral style. Then each student retells the story. If the story is too long, one student may start and another finish it.

COMPLETED ORAL STORY

I read a very interesting story in the newspaper about a man who had a ten-foot boa for a pet. This man lives in the Scarborough area. Well, yesterday the boa escaped when someone forgot to cover the hole in the cage. The man looked all over the place but couldn't find it and informed the police. So far the police haven't been able to find it either. Of course everybody is nervous because they are afraid that it may attack somebody – it seems boas can attack people, especially children, if they are cornered or hungry.

WRITING THE STORY

1. Adapt the story to the level of the students.
2. Present the story in the form of an exercise such as the one below. Where necessary, provide guidance with cue words which appear below the lines. The students fill in with words and phrases they have learnt.
3. Before the students do the exercise, read out the completed version of the story. (More than once, if necessary.)

WRITTEN EXERCISE

Mr. Gordon Haley, who .....
(lives where)
had a pet, a .....
(how big, what name)
This snake was kept .....
(where)
with .....
(what on top)
Yesterday somebody forgot .....
(what)
and the boa ..... Mr. Haley
informed ..... and they .....
Mr. Haley ..... the snake for ..... It weighs .....
(have)
and eats .....

COMPLETED WRITTEN STORY

Mr. Gordon Haley, who lives in the Scarborough area, had a pet, a ten-foot long boa constrictor called Satan. This pet was kept in a glass cage with a telephone book on top to cover the hole in the cage. Yesterday someone forgot to put the book back in place, and the boa escaped. Mr. Haley informed the police and they are looking for it now.

Mr. Haley had this pet for more than two years. It weighs twenty-five pounds and eats two rabbits once a month.

STORY NO. 3

DOES LONG-DEAD KEEPER WALK ISLAND TOWER?

by Joe Fisher
Staff Writer

Was Toronto Island lighthouse keeper J. P. Rademuller murdered by Fort York soldiers?

And does his restless spirit still tramp the disused lighthouse on Gibraltar Point?

No one can tell for sure. Though noises from the limestone building still break the night's stillness.

It all started a long, long time ago.

Fram Ward, 71, who has lived on the islands all his life, remembers being told as a schoolboy never to go near the haunted building. And he never did.

Today's Grade Six pupils – over from the city for a week's outdoor studies at the Island's Natural Science School – are told the legend in hushed tones by teacher Alan Millar.

Millar, a 33-year-old Irishman, has researched the phantom's history as well as anybody. He's even heard hollow thuds and humming noises from the bleak tower. But he still can't make up his mind whether Rademuller is still around.

"Some noises I've heard could be explained by the wind," he says. "But I've got an open mind."

Millar speaks of the lighthouse keeper as "a somewhat unsavory character" who acted as a look-out for British soldiers at Fort York during the War of 1812.

It is believed Rademuller was bootlegging whisky from the United States and that some of the soldiers were his customers.

Perhaps J. P. refused to sell his illegal booty on the night of January 2, 1815. Or perhaps he just became a little argumentative.

Anyway, that was the night fishermen living in cottages near the lighthouse heard the sounds of drunken brawling. J. P. was never seen again – alive or dead.

Fort York soldiers were tried for Rademuller's murder. Moral judgment was passed on them by the newspapers of the day, but they were acquitted, probably becauses no body was found.

Several years later, however, James Durnan, lighthouse keeper from 1832–1852, discovered part of a human skeleton close to the lighthouse.

And the ghost – fact or fiction – has been with us ever since.

Bill Durnan, the 60-year-old great-grandson of James the lighthouse keeper, says he's asked about the ghost as soon as people hear his name.

"My father told me lots of stories about it," Durnan said. "But I can't remember them."

A new automatic lighthouse, just 300 yards away from its deserted predecessor, now does all the work of warning passing ships.

But Rademuller's old haunt, locked up against the prying eyes of the public, gets all the ghostly glory.

WARM-UP

1. Ask story directed questions.
2. Use individual, choral and/or chain drills where required.
3. Explain new words.
4. Bring a newspaper clipping of the story and draw a picture of a lighthouse and a ghost on the board.

QUESTIONS

Do you like stories?
What kind of stories do you like?
Do you like ghost stories?
Do you believe in ghost stories?
Have you read any interesting ghost stories?
Have you ever seen a ghost?

I read a very interesting ghost story in the newspaper, if you want to know the story, you will have to ask questions.

STUDENTS ASK THE TEACHER QUESTIONS

1. Be ready to help w[illegible]cue words if students are stuck for questions to ask.
2. Encourage the students to ask both yes/no and question word questions, e.g.,
   Is the story true? Where did you read the story?
3. Make sure students don't write.
4. Improvise answers where necessary, e.g.,
   Q: Did the man have any relatives?
   A: Apparently, not.
5. Explain new words and grammatical points, e.g.,
   The men were acquitted because they didn't find the body (passive and active)
6. Put questions on the blackboard in abbreviated form, for example:

..... the story true?
Where ..... read the story?
What ..... name?
What ..... his occupation?
How long ..... he ..... there?
live
..... anyone seen him?
Who .....?

Why .....?
How .....?
..... anyone see/hear the murder?
..... the soldiers sentenced?
Why not?
Why ..... he sell whisky?
Where ..... get it from?
..... the man have any relatives?
..... visitors go into the lighthouse?

GOING OVER THE QUESTIONS

Get the students to read the questions (from the clue words on the board) and answer them in a chain drill.

WRITTEN EXERCISE

Get the students to write blackboard questions. The students may also write the answers if there is time.

VOCABULARY

Vocabulary can be taught very effectively in connection with the newspaper story for two reasons.

1. Words appear in context and are, therefore, meaningful and relevant.
2. Students get a chance to practice using these new words when they retell the story.

Discuss only those words that come up in the class, rather than attempting to explain every word that occurs in the written text.

RETELLING THE STORY

To provide a model, the teacher either retells the story herself, or plays an oral version of the story on the tape. Students listen for ways in which sentences are connected in an oral style. Then each student retells the story. If the story is too long, one student may start and another finish it.

COMPLETED ORAL STORY

You know the light-house on the Centre Island. There's a story about it that it's haunted and strange noises have been heard and many kids have been told by their parents not to go near it. The story is that it's haunted by the ghost of a light-house keeper who lived there around 1812. Apparently he carried on a boot-legging trade, and one night some soldiers

who were his customers were with him in the light-house. They must have been drinking and I guess they got into a fight because some fishermen nearby heard the sounds of a drunken brawl. The next day the light-house keeper was gone and the soldiers were arrested for murder, but they were acquitted because the man's body was never found. Much later part of a skeleton was found by another light-house keeper. The grandson of that light-house keeper is still alive, and of course as soon as people hear his name they ask him about it, but he doesn't remember any of the stories his father told him.

WRITING THE STORY

1. Adapt the story to the level of students.
2. Present the story in the form of an exercise such as the one below. Where necessary, provide guidance with cue words which appear below the lines. The students fill in with words and phrases they have learnt.
3. Before the students do the exercise, read out the completed version of the story. (More than once, if necessary.)

People believe that ..... by ....., what is haunted? whom?
a ..... . They believe this because ..... and also because ..... . The story goes like this:
J. P. Rademuller used to ..... during ..... get what
and sell it to ..... . One night ..... whom?
, probably over ..... what happened? what
and after that night ..... . The police thought that ..... who disappeared? but they couldn't ..... prove what?
. Several years later ..... why? what was found?
near the light-house, and this confirmed people's belief that ....., and has lived there ever since.

COMPLETED WRITTEN STORY

People believe that the Centre Island lighthouse is haunted by the ghost of J. P. Rademuller, a lighthouse keeper around 1812. They believe this because Rademuller was probably

murdered there and also because people have heard noises coming from the deserted tower at night. The story goes like this:

J. P. Rademuller used to get whisky from the U.S. during Prohibition in Canada and sell it to Fort York soldiers. One night he had an argument with the soldiers, probably over the price of whisky, and after that night Rademuller was never seen again. The police thought that the soldiers had murdered him, but they couldn't prove the murder because they couldn't find the body anywhere, and the soldiers were acquitted.

Several years later, a part of a human skeleton was found near the lighthouse, and this confirmed people's belief that J. P. was murdered that night, and his ghost has lived there ever since.

STORY NO. 4

UFO STORY 'INCREDIBLE' BUT PROBABLY TRUE – SCIENTISTS

Pascagoula, Mississippi (UPI)

The two men were having a relaxing evening last Thursday, fishing off an old pier on the Pascagoula River.

Suddenly, they told friends later, a strange object approached in the sky, emitting a bluish haze.

Then, "scared to death and shaking all over," Charles Hickson, 42, and Calvin Parker, 18, said they were taken inside a spaceship by three creatures with big eyes, crab-like hands, wrinkled skin and pointed ears.

Unbelieving law enforcement officials had the men subjected to testing by scientists and last night, after the men had been hypnotized, two scientists said their story was "incredible", but probably true.

Dr. James Harder said the men's experience was "traumatic" and "their emotions and very strong feelings of terror are impossible to fake under hypnosis."

Dr. Allen Hynek said "under no circumstances" should the men be ridiculed. "Let's protect these men," he said.

The men, both employed at the W. B. Walker Shipyards, were checked for radioactivity and the results were negative.

Since news of their experience, several other people in the area have also said they saw a UFO in the location of the fishing area.

WARM-UP

1. Ask story-directed questions.
2. Explain vocabulary where necessary.
3. Show a picture of a spaceship (taken from a magazine).

T: What's this? (show picture)
S: I don't know.
T: It's a UFO.
S: What does it mean?
T: Well, U stands for "Unidentified" (wait for the students to ask what the other letters stand for).
S: What does the F stand for?
T: It stands for "Flying".
S: What does the O stand for?
T: It stands for "Object". UFO means "Unidentified Flying Object".
T: Where do you think it's from?
S: .....
T: Do you believe in UFO's?
S: .....
T: Have you read any stories about UFO's?
S: .....
T: I read a very interesting story about a UFO. (Show newspaper clipping). If you want to know the story you will have to ask questions.

Student Questions

1. Be ready to help with cue words if students are stuck.
2. Encourage the students to ask both yes/no and wh-questions.
3. Make sure students don't write.
4. Use oral drill where necessary.
5. Improvise answers where necessary.
6. Explain new words and grammatical points such as tenses, etc.

STUDENTS ASK THE TEACHER QUESTIONS

1. Be ready to help with cue words, if students are stuck for questions to ask.
2. Encourage the students to ask both yes/no and question word questions, e.g., Who saw the UFO? Were they frightened?

3. Make sure students don't write.
4. Improvise answers where necessary.
   Q: What colour of clothes were they wearing?
   A: White space suits.
5. Explain new words and grammatical points.
   What were they doing when they saw the UFO (contrast past continuous and the simple past).
6. Put the questions on the blackboard in abbreviated form, for example:

---

1. Who ..... the UFO?
   see
2. What ..... their names? What ..... do?
3. Where ..... they ..... it?
   see
4. What ..... they do when they saw it?
   Explain the difference between what did they do and what were they doing?
5. ..... they frightened? scared/afraid
6. What ..... the UFO look like?
   Too general. Get students to ask specific questions.
   CUE: colour
   What colour ..... it?
   CUE: how big
7. How big ..... it? ..... it big or small?
8. ..... there anyone in the spaceship?
9. How many men .....?
10. What ..... they look like?
    Too general.
    CUE: tall or short
11. ..... they tall or short?
12. ..... they dark or fair?
13. ..... they fat or thin?
14. What kind of eyes/ears/skin ..... they have?
15. What kind/colour of clothes ..... they .....?
    wear
    Explain the difference between did they wear and were they wearing.
16. ..... they take these men into the ship?
17. How long ..... they stay there?
18. ..... the story true?
19. Who ..... they tell the story to?
20. ..... the officials/the police do?
21. What ..... the officials/the police do?
22. What ..... the doctors do?

23. ..... tell the same story under hypnosis?
24. What ..... the doctor say?

GOING OVER THE QUESTIONS

Get the students to read the questions (from the cue words on the board) and answer them in a chain drill.

WRITTEN EXERCISE

Get the students to write blackboard questions. The students may also write the answers if there is time.

VOCABULARY

Vocabulary can be taught very effectively in connection with the newspaper story for two reasons.

1. Words appear in context and are, therefore, meaningful and relevant.
2. Students get a chance to practice using these new words when they retell the story.

Discuss only those words that come up in the class, rather than attempting to explain every word that occurs in the written text.

RETELLING THE STORY

To provide a model, the teacher either retells the story herself or plays an oral version of the story on the tape. Students listen for ways in which sentences are connected in an oral style. Then each student retells the story. If the story is too long, one student may start and another finish it.

COMPLETED ORAL STORY

I read a story about two men who were fishing in a river when they saw a space ship land near them. They were scared to death when they saw this, especially when they saw three strange men come out of the ship. These men had wrinkled skin, pointed ears, crab-like hands and big eyes. Well, these creatures took the two inside the ship and we don't know what happened inside the ship, but when the men told the story to the police officials, they didn't believe them, and took them to a psychiatrist. To check out their story, the psychiatrist hypnotized them but the men didn't change the story, and so the doctor told the officials that the UFO story might possibly be true.

WRITING THE STORY

1. Adapt the story to the level of the students.
2. Present the story in the form of an exercise such as the one below. Where necessary, provide guidance with cue words which appear below the lines. The students fill in with words and phrases they have learnt.
3. Before the students do the exercise, read out the completed version of the story. (More than once, if necessary.)

Yesterday, two men ..... , were ..... when they ..... what near them. Charles and Calvin ..... how did they feel when ..... . They ..... . Later Charles and his friend told ..... what ..... do , but the police ..... , whom? and ..... took them ..... . The psychiatrist ..... to whom why but they told ..... under hypnosis. The psychiatrist, therefore, concluded ..... .

COMPLETED WRITTEN STORY

Yesterday two men, Charles Hickson and Calvin Parker, were fishing in the Pascagoula River in the U.S. when they saw a strange object land near them. The two men were scared to death when they saw the object. Soon three creatures with crab-like hands, pointed ears, and wrinkled skin came out and took the two men inside the ship.

Later Charles and his friend told the police what had happened, but the police didn't believe them and took them to a psychiatrist to check out the truthfulness of the story. The psychiatrist hypnotized the men, but they told the same story under hypnosis. The psychiatrist therefore concluded that the UFO story, though incredible, was true.

STORY NO. 5

TWO GIRL HITCHHIKERS ROB DRIVER

It cost Michael McLeod, 30, of Hamilton, $40 early this morning today to give a ride to two hitchhiking young girls.

He told Metro police he picked them up at Yonge and Gros-

venor Sts. about 2:30 a.m. When they reached McGill and Church Sts. one whipped a revolver out of her purse and demanded Mr. McLeod's money.

WARM-UP

1. Ask story directed questions.
2. Explain hitchhike.
3. Bring newspaper clipping of the story.

Questions

Have you ever hitchhiked?
Where ..... when .....?
Is it safe or unsafe to hitchhike in Toronto/your country/Why?
Have you ever picked up a hitchhiker?
Who/when/where?
Is it easy or difficult to get lifts in .....?

I read a very interesting story about hitchhiking. If you want to know the story you will have to ask questions.

STUDENTS ASK THE TEACHER QUESTIONS

1. Be ready to help with cue words if students are stuck for questions to ask.
2. Encourage the students to ask both yes/no and question word questions, e.g.,
   Was Mr. McLeod afraid?
   How much money did they take?
3. Make sure students don't write.
4. Improvise answers where necessary, e.g.,
   Q: Did the police catch the girls?
   A: Apparently not, they took off.
5. Put the questions on the blackboard in abbreviated form, for example:

Who ..... the hitchhikers?
pick-up
What ..... name?
Where ..... he from?
Why ..... he come to Toronto?
How many hitchhikers .....?
..... boys or girls?
How old .....?

What time .....?
What ..... the girls do?
..... Mr. McLeod afraid?
How much money .....?
Where ..... the girls?
let off
..... he inform the police?
When .....?
..... the police catch the girls?

GOING OVER THE QUESTIONS

Get the students to read the questions (from the cue words on the board) and answer them in a chain drill.

WRITTEN EXERCISE

Get the students to write blackboard questions. The students may also write the answers if there is time.

VOCABULARY

Vocabulary can be taught very effectively in connection with the newspaper story for two reasons.

1. Words appear in context and are, therefore, meaningful and relevant.
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RETELLING THE STORY

To provide a model, the teacher either retells the story herself or plays an oral version of the story on the tape. Students listen for ways in which sentences are connected in an oral style. Then each student retells the story. If the story is too long, one student may start and another finish it.

COMPLETED ORAL STORY

It's getting dangerous to pick-up hitchhikers. This man was driving through the city, and he picked up two girls on the corner of Yonge and Grosvenor. As soon as they got into the car they held him up – they had a gun – but they didn't harm him – they took forty dollars from him; that was all the money

he had. He went to the police, but of course there was nothing he could do, the girls had taken off.

WRITING THE STORY

1. Adapt the story to the level of the students.
2. Present the story in the form of an exercise such as the one below. Where necessary, provide guidance with cue words and phrases they have learnt.
3. Before the students do the exercise, read out the completed version of the story. (More than once, if necessary)

Mr. McLeod was robbed of ..... (how much?) The incident occurred when ..... (who are?) from ..... At the corner of ..... (what streets?) he ..... After getting into the car ..... and demanded ..... (what?) Mr. McLeod had ..... (how much?); which ..... Later the police .....

COMPLETED WRITTEN STORY

Mr. McLeod was robbed of $40 yesterday. The incident occurred when he was driving back to Hamilton from Toronto. At the corner of Yonge and Grosvenor he picked up two girl hitchhikers. After getting into the car, the girls took out a pistol and demanded all the money. Mr. McLeod had $40 which he gave to the girls. Later the police looked for the girls, but couldn't find them.

STORY NO. 6

DISPUTE A SAWOFF, SON-IN-LAW SPLITS WITH HALF A HOUSE

Special to The Globe and Mail

CALEDON – What was Robert Stodilka to do?

Four years ago, he said, he toiled long hours on a summer home in the peaceful Caledon Hills on a parcel of land owned by his wife's parents.

It was a mutual undertaking, he says, with his in-laws contributing roughly 50 per cent of the cost of construction.

Then something went wrong.

There was a family argument and he was urged to remove his "share" of the building and materials from the land.

"It was a peculiar request, but I decided to do it. I was an obedient son-in-law."

As Mayor Ivor McMullin of Caledon put it: "He took a chainsaw and cut it in half. I don't think he had a permit for that."

Permit or no, Mr. Stodilka got the job done this week, and nicely too. According to an admiring local carpenter, Mr. Stodilka's division of the wood building with steel siding was professional.

"No amateur could have done that," he said. "There were pipes and wires to be cut, and it's a clean-looking job. There would have been an explosion if he didn't know what he was doing."

The T-shaped house was neatly sliced along the join of the "T", leaving only a slightly ragged edge.

Mr. Stodilka, 34, a Toronto chemist, is modest about his undertaking. The whole job wasn't all that tough, he says, and he was able to complete it in about 12 hours with the help of his father and two friends.

"It's easy if you know how. We had one chainsaw.

"And we really had a party. There was a fair bit of kidding around, we had lunch and coffee breaks, and a lot of the neighbors and their kids came around to have a look."

When the day was over, Mr. Stodilka had two bedrooms, a living room and a bar moving at 30 miles an hour down a county sideroad. "How's that for a mobile home?" he chuckled later.

And the move itself couldn't have gone better. Mr. Stodilka got a wide-load moving permit from the municipality, and a police escort as far as the Orangeville Town Line. The movers were led the rest of the way by a Hydro wire crew "in case it got hung up on anything."

His part of the summer home now sits on a lot he owns in Amaranth Township, near Laurel Village six miles west of Orangeville in Dufferin County.

The part he left for his in-laws sits on its concrete-block foundation at 25 Sideroad and the fifth line west in Caledon.

"I think there's a couple of other bedrooms, a dining room, a kitchen and an out-house.

"It used to be an indoor bathroom. Now it's kind of outdoorsy," he said. Then he added almost apologetically: "We had to sever it somewhere."

Mr. Stodilka says his third of the vacation home "will be the beginning."

He'll add to it to create a new home for himself, his wife and two small children, probably next summer.

"My wife thinks we made the right decision," he said.

WARM-UP

1. Ack story directed questions.
2. Explain vocabulary where necessary.
3. Bring a picture of the house as well as the newspaper clipping of the story.

Questions:

Do you have a house/car/lottery ticket, etc.?
Have you ever bought anything in partnership with someone?
Is it a good idea to do so?
Why is/isn't it a good idea?
Have you heard/read any stories about problems that resulted from sharing property?
If you want to share property with someone, who would you choose: your parents, your friends, your co-workers or in-laws?

I read a very interesting story about a man who shared property with his in-laws and had a problem, but you will have to ask questions, if you want to know the story.

STUDENTS ASK THE TEACHER QUESTIONS

1. Be ready to help with cue words if students are stuck for questions to ask.
2. Encourage the students to ask both yes/no and question word questions, e.g.,
   Is the story true? Why did he cut it?
3. Make sure students don't write.
4. Improvise the answers where necessary.
   Q: Did the fight stop after the division?
   A: It probably did.
5. Explain new words and grammatical points, e.g.,
   How long had they lived together when this quarrel started? (past perfect and s. past)
6. Put the questions on the blackboard in abbreviated form, for example:

STUDENTS' QUESTIONS

1. What kind of story .....?
2. ..... read it in the Star or the Globe?
3. What newspaper ..... read .....?

4. ..... a true story?
5. When ..... read it?
6. ..... she like it?
7. ..... it happen in Toronto?
8. ..... it a ..... house?
9. What ..... cut it ..... ?
10. Why ..... cut it?
11. What ..... name?
12. What ..... do?
13. ..... Caledon ..... of Toronto?
14. Who ..... the house?
own
15. Who ..... the land?
16. What ..... his wife say about the Division?
17. Who ..... she side with?
18. After the division ..... the fight stop?
19. How many rooms ..... house ..... ?
20. How far ..... tow the houses?
21. How long ..... they live together?
22. ..... Caledon outside of Toronto?
23. What ..... it made of?
24. What shape ..... it?
25. Who ..... the house?
divide
26. What kind of argument ..... ?
27. Who ..... the house belong to?
28. Who ..... the owner of the house?
29. ..... the man's wife agree with her husband?
30. What's ..... a chain saw?
31. How big ..... the house?
32. ..... it a power chain saw?
33. Who ..... the wife go with?

WRITING THE STORY

1. Adapt the story to the level of the students.
2. Present the story in the form of an exercise such as the one below. Where necessary provide guidance with cue words which appear below the lines. The students fill in with words and phrases they have learnt.
3. Before the students do the exercise, read out the completed version of the story. (More than once, if necessary.)

Mr. Stodilka, a .....
how old? what occupation?
built .....
what? when? where? who paid?
..... . Recently, Mr. Stodilka .....
how much? what problem?
..... . His father-in-law asked ..... . Mr.
with whom?
Stodilka ..... . Mr. Stodilka now has
did what?
. His father-in-law has ..... .

COMPLETED WRITTEN STORY

Mr. Stodilka, a 34-year-old chemist, built a house in Caledon Hills four years ago. He built the house on his father-in-law's land. His father-in-law paid half the cost of the house.

Recently Mr. Stodilka had an argument with his in-laws, and they asked him to move out and take his part of the house with him. Mr. Stodilka did exactly that: he cut the house in half, put his half on a trailer, and took it to a place six miles away. There he put it on a piece of land that he owned.

Mr. Stodilka now has two bedrooms, a living room and a bar. The father-in-law has one bedroom, a dining room, a kitchen and a bathroom with one wall missing. That is where Mr. Stodilka had cut the house in half.

Further Stories (to be worked out)

NEVER MET BROTHER SHE GETS $1.5 MILLION

MONROE, Mich. (UPI) – Mrs. Palmina Gray stopped writing to her older brother, Mike Padula, in 1949 because he did not answer her letters.

The two never met because Padula, eldest of 13 children, left his birthplace of Marlboro, Mass., as an adventurous lad of 20, five years before his "baby sister" was born.

He rose from busboy to saloon keeper and amassed a fortune in stocks and landholdings. Yesterday Mrs. Gray, 53, was notified that her brother had named her a $1.5 million beneficiary in his will.

WAITRESS GETS A $1,000 TIP – RETURNS IT

By STEPHEN HANDELMAN
Star staff writer

The fashionably dressed woman and her daughter complimented restaurant waitress Willa Moore for her service Tuesday night. Then they left a tip for her on the table – a $1,000 bill.

Yesterday, the two women returned to the Rib O'Beef restaurant at Fairview Mall and Mrs. Moore gave the money back.

"All I could think of was that poor woman," said Mrs. Moore, a divorced mother of two who works as a secretary during the daytime and a waitress at night.

THOUGHT IT WAS $2

Patricia Patterson, a Willowdale fashion co-ordinator, admitted she thought it was a $2 bill. They are similar in appearance.

"I'd never seen a $1,000 bill before," Mrs. Patterson said in an interview. She explained the bank had given her the bill in exchange for receipts from a fashion show hours before she walked into the restaurant.

"But I wasn't really worried. I had a feeling the money would be there," she said.

A $12.02 MEAL

It never occurred to Mrs. Moore to keep the money, even though the largest tip she'd earned in two years of waiting on tables was a $10 bill.

The bill for Mrs. Patterson and her daughter was $12.01 for two roast beef dinners and shrimp cocktails.

"I kept thinking it was play money until we checked at the bank and they told us it was real," Mrs. Moore said.

Mrs. Patterson gave Mrs. Moore a $25 reward – but she didn't get her $2 tip.

'COLOR TV KIT' CAME IN PAINT CAN

The Ontario government's consumer protection bureau recently received a complaint from a man who paid $15 for a kit to convert his black-and-white television set to color.

The kit, which had been advertised in a U.S. magazine, consisted of a paint brush and a can of paint.

There was no money-back guarantee.

WOMAN'S LIFE SAVINGS $15,000 TAKEN BY THIEF

A woman who came to Canada from Greece last year was robbed of her life savings of $15,000 yesterday when a thief broke into an East York home where she is living with her daughter.

Police said Mrs. Mary Vegenis of Hopedale Ave. told them that the money was from the sale of her house. It was kept in a shoe-box in a cupboard. She and her daughter had counted the money Saturday. It included $200 in U.S. currency.

The two women went shopping for a few hours yesterday. When they returned they found the bedroom ransacked and the money gone.

Police said the thief got in by using a key which is hidden under an old shoe outside for other tenants.

FIRST MAIL LADY IN LONDON

Adapted from the London Free Press.

Caroline Reidy is 19 years old. She is also London's first lady post-woman.

She makes 407 deliveries every day, from Monday to Friday. There are many dogs on her route. Unfortunately Miss Reidy is afraid of them. However most of them are tied up or inside the houses.

Miss Reidy enjoys working outside and she likes the freedom she has. She already knows a lot of the children along her route.

Most of her customers like the idea of having a lady mailman. The older postmen have accepted Miss Reidy too. Miss Reidy says "They call me one of the boys but they treat me like a lady."

Miss Reidy's family is practically a complete postal service. Her father drives a postal truck and her brother is a postman.

The heaviest weight Miss Reidy has carried up to now is 28 pounds. The maximum weight the post office permits a mailman – or woman – to carry is 35 pounds.

DID UFO TAKE 20 FOR A RIDE?

WALDPORT, Ore. (AP-UPI) – Police are attempting to trace about 20 people who have dropped out of sight after selling or giving away their possessions – perhaps including their children – in preparation for a flight to a better life via a flying saucer.

The 20 were among a group estimated at 100 to 300 who attended a meeting Sept. 14 at a motel in Waldport and heard a talk by "an average looking" couple.

The Lincoln County sheriff's office was investigating the case, including a report from a woman who received a postcard mailed by her son in Fruita, Colo.

"I have completed my training. I am leaving this earth and will not see you any more," the card said.

The couple reportedly told the audience that volunteers would be prepared at a special camp in Colorado for a better life on another planet and would be picked up by an unidentified flying

object some time in the next 10 years. The Colorado location was not specified.

Police detective Ron Sutton said yesterday he received reports of a man selling his $5,000 fishing boat for $5 and another giving away a new van.

State police spokesman Mel Gibson said he was checking the report that a man gave away 150 acres, his farm equipment and three children. The children and land were given to friends.

George Thompson, manager of the Bayshore Inn, said he was paid $50 for the use of the Waldport meeting room.

"The guy didn't look like a Martian to me," he said.

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